

Talmud Torah Tiferes Shlomoh

37 Elmcross Crescent, Golders Green, London, NW11 9TB

Inspection dates 27–29 January 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4

Summary of key findings

This is an inadequate school

- The proprietor and leaders have not ensured that the quality of teaching and the curriculum for secular studies are good enough. They have not rigorously checked to see if pupils are achieving in line with their capabilities.
- The curriculum is too narrow. The majority of teaching time is spent on Jewish religious studies. There is insufficient provision for developing pupils' scientific, technological, social and human, and creative or aesthetic understanding.
- The early years' provision is inadequate. A good start in the nursery is not built upon in the Reception class.
- Teachers have weak subject knowledge. Lessons are not well planned and work is not matched to the range of pupils' needs. This is particularly so for the most able, which limits their progress.
- Teachers are not given clear guidance on how to improve their practice. Most do not have any professional development.
- From average starting points, almost all groups of pupils make slow progress. Their attainment in literacy and in mathematics is significantly behind national expectations.
- Pupils are not informed about other cultures and religions. They are inadequately prepared for life in modern Britain.
- Pupils lack an understanding of potential risks and are therefore not able to keep themselves safe, particularly in relation to different forms of bullying and e-safety.

The school has the following strengths

- Pupils behave well. They are hard-working and determined to do their best. Pupils are polite and respectful.
- Disabled pupils and those with special educational needs sometimes make better progress than other groups of learners.
- The school is a calm and unified community. Parents and the Jewish community rate the school highly.
- The nursery provision in some areas of learning is effective in developing children's skills.

Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The school was inspected with one day’s notice.
- Inspectors observed teaching in seven lessons. They were accompanied in some lessons by an interpreter, as most were taught in either Hebrew or Yiddish. Some were observed jointly with senior leaders. Inspectors also carried out a series of short visits to classrooms to observe the quality of teaching and pupils’ learning.
- Inspectors listened to two groups of pupils read. They observed pupils during lunchtime and spoke to pupils in three separate meetings.
- Meetings were held with representatives from the governing body, the headteacher and senior leaders. The proprietor was not available to speak to inspectors at the time of the inspection.
- There were too few responses to the Ofsted online questionnaire, Parent View for their views to be representative. Inspectors took account of 53 responses to Ofsted parent questionnaires and analysed the responses to 17 staff questionnaires.
- A number of school documents were examined. These included records relating to safeguarding, health and safety policies and procedures, and the curriculum. Inspectors also looked at the work in pupils’ books and the school’s information for pupils’ attainment.

Inspection team

Mary Hinds, Lead inspector

Her Majesty’s Inspector

Sai Patel

Her Majesty’s Inspector

Full report

Information about this school

- Talmud Torah Tiferes Shlomoh is an independent boys' school with an ultra-orthodox Jewish faith ethos. It is situated in North West London.
- Most of the pupils are members of the local orthodox Jewish community. They speak Yiddish as their first language. The school is part of the Hasidim community.
- Pupils attend school for six days a week, from Sunday to Friday. The majority of the school day is taken up with Jewish religious studies (Kodesh), which are taught in Yiddish. Secular studies (Chol), which include English and mathematics, are taught in English.
- The governing body has four members. There are senior leaders for each key stage. For each key stage there are separate heads for Jewish religious studies and secular subjects. Subject leaders represent middle leaders.
- The school was established in 1995. It was last inspected in March 2010. At the time of this inspection the school was judged to provide a good standard of education for its pupils. All of the regulatory requirements for independent schools were judged as being met.
- In 2010, the school received an emergency inspection at the request of the Department for Education, the registration authority for independent schools. This visit inspected the quality of the school's premises and accommodation, following a move to different premises which had been renovated. At the time of this inspection the school was admitting Year 7 pupils which it had not registered with the Department for Education. In January 2011, the school received a material change inspection, following their request to admit pupils up to 15 years of age. This material change was recommended.
- There are 219 pupils on roll, aged between three to 15 years. Younger pupils are taught in temporary accommodation. Key Stage 3 pupils are educated in an adjacent building.
- The early years comprises 42 children who attend a nursery unit and Reception class. All children attend full time.
- The proportion of disabled pupils and those with special educational needs is below average. None have a statement of special educational needs.
- The Head of Key Stage 3 was appointed as Executive headteacher in January 2015.
- The school's aim is to 'provide the boys with a solid Jewish and secular education, as well as equipping them with the necessary tools to grow up to be respectful of others and to be law abiding citizens'.

What does the school need to do to improve further?

- Improve the quality of teaching and achievement, particularly in reading, writing and mathematics, by ensuring that :
 - teachers assess pupils' progress accurately and regularly
 - teachers use this information to plan precise next steps in pupils' learning, so that all ability groups have work which makes them think hard and moves their learning on at a fast rate
 - there is a whole-school approach to the teaching of phonics, punctuation, spelling and grammar in all key stages, including the early years
 - pupils are able to apply these skills and write for meaning in a range of different styles and in different subjects
 - problem solving is taught regularly in mathematics and in other subjects
 - teachers have clear guidance on how to improve their practice and have tailored support and training.
- Improve the quality of the curriculum by:
 - ensuring that there is a better balance between secular studies and religious studies so that pupils are able to develop skills, knowledge and understanding in a broad range of subjects
 - developing a comprehensive programme for personal, social and health education, which makes sure that pupils have an understanding of different faiths and cultures, are able to identify all potential risks to keep themselves safe and are better prepared for life in modern Britain
 - investing in resources and apparatus which support pupils' learning, including a wider range of relevant and age-appropriate reading books.

- Improve leadership and management by ensuring that:
 - all evidence is used to make accurate judgements of the quality of teaching
 - the progress different groups of pupils make is assessed and tracked rigorously to set challenging targets for all groups of pupils, especially the most able
 - the appraisal system to improve the quality of teaching includes measurable targets based on pupils' progress and the school's priorities
 - improvement planning is focused on improving the quality of the curriculum, the quality of teaching and pupils' achievement
 - leaders at all levels have clearly defined roles and responsibilities, linked to the school's priorities, and are held fully to account for their work.
- Improve the provision in the early years by ensuring that:
 - children are given many opportunities to make marks in a range of activities and to write on their own in role play situations
 - learning to read in English is given as high a priority as reading in Hebrew
 - there is a designated outdoor area which is accessible at all times so that children are able to develop their skills further
 - the provision in the nursery is replicated in the Reception class, particularly in providing activities which build on what children already know and which have clear learning outcomes.

■ **The school must meet the following independent school standards:**

- Ensure that the curriculum is supported by appropriate plans and schemes of work (para 2(1)).
- Ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1)(a)).
- Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(1) (b)).
- Ensure that written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (paragraph 2(1) (b) (i)).
- Ensure that the written policy, plans and schemes of work do not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 2 (1)(b)(ii)).
- Ensure that the written policy, plans and schemes of work do provide full-time supervised education for pupils of compulsory school age, which gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2 (2)(a)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2) (b)).
- Ensure that where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country (paragraph 2(2) (c))
- Ensure that pupils receive personal, social, health and economic education (paragraph 2(2) (d)).
- Ensure that the curriculum provides personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2 (2) (d) (ii)).
- Ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education (paragraph 2(2) (e)).
- Ensure that the careers guidance for pupils receiving secondary education is presented in an impartial manner (paragraph 2(2) (e) (i)).
- Ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education which enables them to make informed choices about a broad range of career options (paragraph 2(2) (e) (ii)).
- Ensure that the curriculum helps to encourage them to fulfil their potential (paragraph 2 (2) (e) (iii)).
- Ensure that there is a programme of activities which is appropriate to the educational needs of those pupils below compulsory school age, in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2)(f)).
- Ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2) (h)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2) (i)).

- Ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).
- Ensure that teaching at the school fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3 (b)).
- Ensure teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3 (c)).
- Ensure teachers have a good understanding of the aptitudes, needs and prior attainments of pupils, and ensure that these are taken account of in the planning of lessons (paragraph 3 (d)).
- Ensure teachers demonstrate appropriate knowledge and understanding of the subject matter being taught (paragraph 3 (e)).
- Ensure that classroom resources are of a good quality, quantity and range (paragraph 3 (f)).
- Ensure there is a framework in place to assess pupils' work regularly and thoroughly, and use assessment to plan teaching so that pupils can progress (paragraph 3 (g)).
- Ensure that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3 (i)).
- Ensure that there is a framework in place for pupils' performance to be evaluated, by reference to either the school's own aims, as provided to parents and carers, or national norms, or to both (paragraph 4).
- Comply with the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
- Ensure that principles are actively promoted which encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(b) (iii)).
- Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b) (iv)).
- Ensure further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b) (v)).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b) (vi)).
- The proprietor must preclude the promotion of partisan political views in the teaching of any subject (paragraph 5 (c)).
- The proprietor takes steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils (paragraph 5(d)).
- The proprietor takes steps as are reasonably practical to ensure that political issues are brought to the attention of pupils while in attendance at the school (paragraph 5 (d)(i)).
- The proprietor takes steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils when taking part in extra-curricular activities which are provided or organised by or on behalf of the school (paragraph 5(d) (ii)).
- The proprietor takes steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils, including in the distribution of promotional material and during extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views (paragraph 5 (d)(iii)).
- Ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- Ensure that the school has suitable changing accommodation and showers provided for pupils aged over 11 years or over at the start of the school year who receive physical education (paragraph 23(1)(c)).
- Ensure that leaders have sufficient skills, knowledge and understanding to make sure that the independent school standards are met consistently. This is particularly so in Parts 1 and 2 which has a significant impact on the quality of the curriculum, teaching and assessment and SMSC (paragraph 34(1)(a))

- Ensure that leaders are able to fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).

Inspection judgements

The leadership and management are inadequate

- The proprietor and leaders have not ensured that a number of independent school standards are met. This is particularly so in relation to the quality of the curriculum and the quality of teaching and assessment. The curriculum is narrow, primarily because the school's aim is to secure a place for every pupil at a yeshiva (Jewish religious college) at the age of 15. As a result, pupils spend most of the time in school learning Jewish Studies. The rest of the school day involves pupils learning a very restricted set of secular subjects, resulting in inadequate achievement for all groups of pupils.
- Senior leaders monitor the quality of teaching. Their observations are inaccurate because they do not use all information available to them. They do not check the quality of pupils' learning in their books. Assessment information is infrequent and inaccurate. As a result, the school's judgements are significantly over-inflated.
- Teachers do not know what they are doing well or what they need to do to improve further. There is little training and support for their professional development.
- Teachers and leaders do not have measurable targets to improve their teaching practice or their leadership skills. This means that the school lacks focus for improving the quality of teaching and pupils' achievement.
- Leaders at all levels do not have the skills or experience to enable them to fulfil their leadership roles well enough. They are not held to account for the quality and impact of their work. Middle leaders do not have clear roles and responsibilities. The school's action plan focuses almost exclusively on Jewish Studies and the achievement of pupils in literacy and mathematics in Key Stage 3.
- Governors have recently acknowledged significant weaknesses. The appointment of the Executive headteacher supported by the newly appointed external consultant to improve the secular curriculum is appropriate but has yet to show any impact.
- There is insufficient time allocated for pupils to develop their literacy and mathematical skills. In most year groups, pupils have minimal or no opportunities to develop their skills, knowledge and understanding in a wide range of subjects.. These include technological, scientific, human and social and aesthetic and creative subjects.
- A significant number of the Independent School Standards relating to promoting pupils' spiritual, moral, social and cultural development are not met. Pupils do not have sufficient knowledge and understanding about different faiths and cultures. They learn about democracy and the rule of law through a range of activities including elections and visiting speakers. However, their awareness and understanding of public institutions and services are very limited. Pupils are shielded from learning about other differences such as sexual orientation. Personal, social and health education programmes do not actively promote pupils' appreciation and respect of these aspects. Consequently, pupils are not prepared well enough for life in modern British society.
- The school has not considered if partisan political views are being delivered and has no preventative measures in place for this eventuality. Key Stage 3 pupils do not receive any career guidance to enable them to make suitable and informed choices about their career options.
- Leaders have created a harmonious and supportive school ethos. Relationships are warm and teamwork is evident. Pupils have great respect for each other, staff and visitors. Good behaviour is usually the norm. Nevertheless, significant underachievement in secular studies and inadequate teaching of key literacy and mathematical skills means the school does not promote equality of opportunity well enough.
- The proprietor has not ensured that the school complies with the requirements of Schedule 10 of the Equality Act 2010. There is no accessibility plan in place to secure disabled pupils' full participation in the school's curriculum, or to make sure that these pupils have access to some classrooms. There are no plans to improve access to information.
- The school's arrangements for safeguarding pupils meet statutory requirements. All the associated regulations are met and implemented appropriately.
- **The governance of the school:**
 - Governors, as well as the proprietor, have not ensured all the Independent Schools Standards are met. They are aware of some of the shortfalls, including the narrow curriculum. They have secured consultative support for the new Executive headteacher, and have invested funds to improve the special educational needs provision. However, they do not have a good enough understanding of the strengths and weaknesses of the school. This includes the quality of teaching and pupils' achievement, because leaders have not monitored these key areas rigorously enough.
 - Governors do not set the Executive headteacher targets for his performance because there is no

formal appraisal system. There is no clear progression for teachers' performance linked to pay.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is good.
- Pupils are confident and mature learners. They behave well both in and around the school. This is a source of pride for all, including pupils, parents, carers and staff.
- Pupils are polite and courteous to each other, staff and visitors to the school. They speak highly of their school and enjoying attending as reflected in their good attendance rates.
- Pupils arrive punctually to lessons and established routines mean that they settle quickly into lessons. They are ready to learn and are very respectful toward their teachers. However, in some secular lessons their attention wanes because teaching is not tailored well enough to their needs.
- The school's records show that instances of poor behaviour are rare. The number of fixed-term exclusions is very low.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- The ethos of the school means that pupils are only taught about physical and verbal forms of bullying. They are not taught about e-safety, including cyber-bullying and the potential dangers of the internet. Neither are they provided with drugs or sex and relationships education, or able to discuss issues around homophobic bullying. This means that pupils are not able to manage all potential risks to their safety.
- Despite this, pupils say that they feel safe in school. They say that they can go to the Executive headteacher, or indeed any member of staff, if they have concerns about their safety or well-being. They are very confident that anything they report will be acted upon swiftly. Pupils have received information on cycle safety and personal safety on the streets including 'stranger danger'. Pupils report that there are no instances of bullying because they are 'dealt with before they begin'. Records confirm this.
- The school has ensured that the Independent School Standards relating to child protection and safer recruitment arrangements are met implemented suitably.
- The school's approach to health and safety on the school premises is appropriate. Risk assessments are carried out effectively and detailed records are maintained. The nominated fire officer has implemented the fire policy effectively. Fire extinguishers and the alarm systems are checked routinely. Fire evacuation routes are clearly marked and regular fire drills help to raise awareness of these.

The quality of teaching is inadequate

- Teaching does not enable pupils to make the progress of which they are capable in a wide range of subjects, with the exception of Jewish studies.
- Pupils do not have the opportunity to work scientifically. They are not able to use tools and equipment, because there are no technology lessons. There is a dearth of experiences to develop pupils' aesthetic and creative skills in, for example, art, music or drama. Physical education is too often restricted to playing football, mainly at break times.
- Teachers do not know how well pupils are doing because assessments are not regular enough and they are based predominately on tests which do not accurately reflect pupils' achievement.
- Teachers have had no training on how to assess pupils within lessons or over a series of lessons. Short-term planning takes no account of the range of abilities in each class. As a result, all pupils are asked to complete the same work in writing and in mathematics. Those who find learning hard are not given support to help them learn at an appropriate rate. Pupils who find learning easy either complete more of the same work or wait for the rest of the class to catch them up.
- This lack of expertise is compounded by teachers' poor subject knowledge and confidence to teach secular subjects effectively. Most teachers have had no support or up-to-date training to help them to improve.
- Teachers rely on a commercial scheme to teach mathematics. This restricts the topics they teach to number, and shape and space. There are no opportunities or time for pupils to apply their basic mathematical skills in problem-solving situations, to explore and discuss their thinking. There is very little practical equipment to support pupils' learning.
- In writing, pupils are not systematically taught basic skills of spelling, punctuation or grammar. The teaching of phonics (the sounds that letters make) is ad-hoc and as a result there are huge gaps in pupils'

knowledge. This affects their ability to read and spell words accurately. Once more, pupils do not have enough time to write in a wide range of styles or to practise or apply their writing in meaningful contexts in English or in other subjects.

- Pupils are articulate speakers in both English and Yiddish. However, they spend a significant amount of time learning to read in Hebrew to the detriment of developing their ability to read in English. Pupils are able to read accurately, but lack intonation, expression and fluency when reading in English. They have no appreciation of authors and are not able to talk about different kinds of books. Reading books are scruffy and dog-eared. They do not inspire pupils to develop a love of reading.
- In all lessons, pupils listen well and are keen to do their best. In Jewish studies, teachers have good subject knowledge. They often bring learning to life, building carefully on what pupils already know and can do. Teaching in these lessons is usually good. Pupils are totally engaged in their learning and make good progress.

The achievement of pupils

is inadequate

- Achievement is inadequate because of significant weakness in the quality of teaching, the use of assessment and the curriculum. There is a lack of balance, breadth and depth of learning.
- The most able pupils are not sufficiently challenged to work hard enough. Leaders and teachers have low expectations of what they are able to achieve. Those who find learning hard are not given the right level of support. Learning stalls as a result of this.
- Despite there being a better balance between speaking English and Yiddish, there is insufficient emphasis on developing pupils' writing and mathematical skills. As a consequence, pupils make very slow progress in reading, writing and mathematics.
- The school assesses pupils' attainment in English and mathematics annually in Key Stages 1 and 2. In Key Stage 3, pupils are assessed more regularly. Nonetheless, in all key stages pupils' starting points are not used to gauge the extent of their progress, or to set them challenging targets, based on expected and better than expected progress. The lack of regular assessments means that teachers do not pitch the work at the right level of challenge. Pupils do not achieve their potential.
- Although the school uses standardised tests, the results of these are not used to measure what progress pupils make and how this compares to national norms. Consequently, leaders cannot say what progress pupils actually make. Inspectors looked at the work in pupils' books and estimated that all year groups were performing at least one year behind national expectations. Some older year groups are as much as five years behind, especially in writing.
- Pupils make better progress in Jewish religious studies. Their progress is regularly tested. The school's information suggests that all groups make at least expected progress and are suitably prepared for their transfer to yeshivas (Jewish religious colleges).
- Disabled pupils and those with special educational needs sometimes make better progress than all other groups of pupils, because of the support they receive in small booster groups. The new rooms for intervention work are used regularly so that these pupils are being better supported in their learning. The special educational needs leader has developed effective links with external agencies that regularly assess and monitor pupils' progress.
- More recently, older pupils have been studying for recognised qualifications, including GCSEs, albeit in a restricted range of English, mathematics and business studies. In 2014, 78% of pupils achieved a GCSE grade C or above in mathematics. The school was unable to measure their progress because it did not have an accurate measurement of their starting points.

The early years provision

is inadequate

- Throughout their time in the early years, children make inconsistent progress. In the nursery, children make good progress in some areas of learning but in the Reception class their progress is much slower.
- Children enter the nursery with skills typical for their age in most areas of learning. They quickly learn to speak English because adults model language well and they encourage children to speak in both English and Yiddish. Consequently, children's communication and language skills are developed well in this class.
- In both classes, children make good progress in their personal development. Children work well together. They are cooperative and kind to each other and to adults. They listen well and follow instructions carefully. Adults provide a positive and nurturing learning environment, where children feel safe and secure.

- In the nursery, activities are well matched to the needs and interests of the children. Adults meticulously and regularly assess the children's progress. They plan children's next steps well in order to move learning on at a brisk pace in most areas of learning. Too often in Reception, children are not engaged in activities which promote key skills in reading, writing and mathematics.
- Children make adequate progress in their physical development. This is despite the fact that there is no designated area for outside play. The early years leader has been determined to make sure that children develop their physical dexterity and coordination through daily structured physical activities outside.
- Nonetheless, the lack of a permanent outdoor area prevents children from practising, consolidating and extending their skills in all areas of learning to secure consistently good progress across the key stage.
- Children are encouraged to learn the sounds that letters make, but not in a systematic and rigorous way. There are few opportunities for children to develop early writing skills through mark making, and through role play, or in a designated area for writing, in both classes.
- The learning environment is dominated by the Hebrew written alphabet.. There are few displays with captions and labels in English. As a result, children make inadequate progress in their writing development. Children are given regular one-to-one support to develop reading in Hebrew but not so in developing their reading skills in English.
- The early years leader has developed good teamwork in the nursery. She has forged strong partnerships with parents and carers to make sure that children have a very positive start to their education. She leads by example and models effective early years practice. The quality of this leadership has yet to have a full impact on provision in the Reception class.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	131121
Inspection number	452711
DfE registration number	302/6106

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Jewish faith
School status	Independent
Age range of pupils	3–15
Gender of pupils	Boys
Number of pupils on the school roll	219
Number of part time pupils	0
Proprietor	S Zalcborg
Headteacher	M Gotlieb
Date of previous school inspection	March 2010
Annual fees (day pupils)	£4,500
Telephone number	020 8458 1974
Email address	mq@tts.org.uk

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